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ABSTRACT

An annotated list of tests for assessing students' learning abilities is provided in this document. Each annotation contains information that helps the educator gauge the negative and positive aspects of the tests. Information useful in understanding intelligence quotient (IQ) subscores and their implications is included. The tests described are categorized as reading tests, a comprehensive psychoeducational test, critical thinking tests, language tests, mathematics tests, memory tests, and an intelligence test. Classification ratings for IQs on the Wechsler Adult Intelligence Scale--Revised (WAIS-R) and Slosson Scales, implications of low scores and instructional applications of the verbal and performance tests of the WAIS-R, and implications of low scores and recommended instructional strategies for the annotated tests are outlined. Also included are 10 possible criteria for diagnosing learning disabilities and high risk students. Finally, six recommendations to facilitate learning for learning disabled students are provided in the following areas: (1) advocacy; (2) priority scheduling; (3) academic support; (4) developmental classes; (5) supplementary instructional materials; and (6) modifications of general examinations. A 13-item list of references is included. (SLD)

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Going the Extra Mile:

Formal Diagnosis In The Learning Center

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Since assessment is rapidly becoming an important means for evaluating students and often helps in determining what strategies will be most effective for teaching and learning, the following information should be helpful for educators who are involved in assessing student progress and performance.

The information in this article can be used as a guideline for evaluating individualized tests that can be used in learning centers or by individual educators to assess student's learning abilities, both weaknesses and strengths. The annotated list of tests was developed as a practical tool for quickly gauging the negative and positive elements of these tests. Also included is information useful in understanding IQ subscores and their implications. Finally, criteria for diagnosing Learning Disability students and some recommendations for assisting students academically conclude this article.

ANNOTATED TEST LIST

READING

Woodcock Reading Mastery Tests Revised

This test is an individually administered reading test which focuses on word recognition, word attack, word comprehension and passage comprehension. It gives the examiner a chance to see the student's specific strengths and weaknesses.

Positive

Facilitates educational planning
and specific strategies

Negative

The word comprehension and
passage comprehension scores
tend to be somewhat inflated

Time consuming to administer

Woodcock-Johnson Psycho-Educational Battery -- Part II

The Woodcock-Johnson is an individually administered reading cluster. This cluster consists of word identification and passage comprehension. The cluster score converts to a grade equivalency score.

Positive

Quick to Administer

Quick to score

Reveals a grade equivalency

Negative

Not as thorough as the Woodcock
Reading Mastery Test

COMPREHENSIVE PSYCHO EDUCATIONAL TEST

The Woodcock-Johnson Psycho-Educational Battery -- Part I (W-J P-E)

The W-J P-E Battery is a wide-range comprehension set of tests for measuring cognitive ability and academic aptitudes.

The Cognitive Factor Cluster includes oral language, broad reasoning, perceptual speed & memory

The Scholastic Aptitude cluster includes a determination of reading aptitude, math aptitude, written language aptitude and knowledge aptitude.

Positive

Gives a broad ability score

Gives scholastic aptitudes

Negative

Requires about an hour to
administer

Time-consuming to score

CRITICAL THINKING

Cornell Critical Thinking Test -- Level 2

The Cornell Critical thinking Test is a group or individual critical thinking tests designed to evaluate general critical thinking skills including induction, deduction, assumption identification, semantics, credibility and definitions.

Positive

Simple to score

Reveals difficulties with
reading and reasoning

Negative

Time consuming to administer

Students find this test
extremely challenging

Watson-Glaser Critical Thinking Appraisal

The Watson-Glaser Critical Thinking Appraisal is a group or individual standardized test designed to evaluate analytical and logical reasoning. The subtests are inferencing, recognition of assumptions, deduction and interpretation and evaluation of arguments.

Positive

Simple to score

Reveals difficulties with
reading and reasoning

Negative

40 minutes to administer

Challenging

LANGUAGE

Test of Written Language - 2 (TOWL-2)

The TOWL is an individual language test which gives the students' overall written language quotient including score for the students' contrived and spontaneous writing.

Positive

Indicates specific strengths
and weaknesses

Thorough evaluation of English
skills

Negative

Subjective scoring

Time consuming to
administer and
correct

Test of Adolescent Language (TOAL-2)

The TOAL is an individual language test which also includes an evaluation of the students' listening, reading and speaking skills.

Positive

All encompassing evaluation
of language skills including
expressive and receptive language

Eliminates subjective scoring

Includes a spontaneous writing
selection

Negative

Very time consuming to
correct and administer

MATH

Woodcock-Johnson Psycho-Educational Battery -- Part II, Math

The Woodcock-Johnson-Math is an individually administered math test which involves calculation and applied problems.

Positive

Gives grade equivalents of
math skills

Quick to give and score

Negative

Somewhat brief

Wide Range Achievement Test - Mathematics Subtest (WRAT)

The WRAT is a ten minute timed computation test, with grade equivalents which include elementary and high school levels.

Positive

Quick to administer & score

Negative

Penalizes the slow worker

Difficult to complete in 10
minutes

MEMORY TESTS

Non-Verbal Selective Reminding Test

The Non-Verbal Selective Reminding Test is a normed individual memory test that measures visual long-term storage and retrieval.

Positive

Quick to give

Negative

Complicated to score

Selective Reminding Test

The Selective Reminding Test is a normed individual memory test that measures long-term verbal memory including storage and retrieval.

Positive

Quick to give

Negative

Complicated to score

INTELLIGENCE TEST

Wechsler Adult Intelligence Scale-Revised (WAIS-R)

The WAIS-R is an individually administered intelligence test that measures verbal and performance IQ. The subtests can be very informative as they reveal patterns of cognitive weaknesses and strengths.

Positive

Can reveal learning disabilities

Can reveal areas of cognitive difficulty

Helpful in making educational decisions

Negative

Requires administration by highly trained examiner

Time consuming to administer and score

CLASSIFICATION RATINGS FOR IQ'S ON THE WACHSLER AND SLOSSON SCALES

WAIS-R

<u>IQ</u>	<u>Classification</u>
130 and above	Very Superior
120-129	Superior
110-119	High Average
90-109	Average
80-89	Low Average
70-79	Borderline
69 and below	Mentally Deficient or Mentally Retarded

WAIS-R

Sub Score Range

1 - 4	Very Limited Learner
5 - 6	Limited Learner
7 - 8	Slow Learner
9 - 11	Average
12 - 14	Bright
15 - 17	Superior
18 - 19	Very Superior

SLOSSON IQ CLASSIFICATION CHART

<u>IQ</u>	<u>Classification</u>	<u>School Accomplishment and Placement</u>
144-above	Gifted.....	Gifted programs, college, graduate work
133-143	Very Superior.....	Gifted classes, college, graduate work
120-132	Superior.....	Gifted classes, college, graduate work
110-119	High Average.....	High school, college
90-109	Average.....	High school, Junior college
80-89	Low Average.....	Slow learner classes, Vocational School
68-79	Borderline.....	Slow learner classes and classes for retarded
52-67	Mild Retardation.....	Classes for retarded (Educable)
36-51	Moderate Retardation.....	Classes for retarded (Trainable)
20-35	Severe Retardation.....	Trainability Questionable School Inclusion
Zero - 19	Profound Retardation.....	School Exclusion or untrainable

**IMPLICATIONS OF LOW SCORES
AND
INSTRUCTIONAL APPLICATIONS
OF THE WAIS-R**

Sub Test Information

Verbal Test

**POSSIBLE IMPLICATIONS
OF LOW SCORES**

INSTRUCTIONAL STRATEGIES

Information

Poor range of factual knowledge

Poor range of information

Poor memory

Tendency to give up easily

ESL background

Low achievement orientation

Stress factual material through use of
reading newspaper articles,
discussing current events,
and doing memory exercises

Use enrichment activities

Similarities

Poor conceptual thinking

Difficulty in seeing relationships

Difficulty in selecting and
and verbalizing appropriate
relationships between two
objects or concepts

Overly concrete mode of thinking

Rigidity of thought processes

Negativism

Focus on recognition of
differences and likeliness

Use contrast/compare exercises

Teach language development
and exercises involving abstract
words, classifications, and
generalizations

Arithmetic

Inadequate ability in mental arithmetic

Develop basic arithmetic skills through use of practice and drills

Poor concentration

Use concrete objects and actual problems to introduce concepts

Anxiety over a school-like task

Blocking toward mathematical tasks

Poor school achievement

Anxiety (e.g., worry over personal problems)

Vocabulary

Poor word knowledge

Develop a working vocabulary through exercises in reading, speaking and writing

Poor verbal comprehension

Poor verbal skills and language development

Use other verbal enrichment exercises i.e. crossword puzzles
word games

Limited educational or family background

Use 3x5 cards to increase knowledge of vocabulary

Difficulty in verbalization

Learn words as concepts

Foreign language background

Verbalization not encouraged in culture

Comprehension

Poor social judgment

Discuss and model the actions of others to help develop social awareness and social expectations

Failure to take personal responsibility (e.g., overdependency, immaturity, limited involvement with others.)

Employ role-play situations

Overly concrete thinking

Difficulty in expressing ideas

Creative individual looking for unusual solutions

Digit Span

Anxiety	Emphasize listening skills
Inattention	Use oral sequencing activities
Distractibility	Use short and simple directions and repeat when necessary
A possible learning deficit	
Difficulty in auditory sequencing	

Performance Test**POSSIBLE IMPLICATIONS
OF LOW SCORES****INSTRUCTIONAL IMPLICATIONS****Picture Completion**

Anxiety affecting concentration and attention	Focus on visual learning techniques stressing individual parts that make up the whole
Preoccupation with irrelevant details	Use visual perceptual activities
Negativism ("nothing is missing")	Use visual study strategies such as mapping and charting

Picture Arrangement

Difficulty with visual organization (sequencing)	Focus on cause and effect relationships and logical sequential presentations
Difficulty in anticipating events events and their consequences	
Inattentiveness	Use writing assignments where students supply the ending
Anxiety	
Failure to use cues	

Block Design

Poor visual-motor-spatial integration	Use spatial-visual tasks and perceptual tasks involving breaking down an object and building it up again
Visual-perceptual problems	
Poor spatial orientation	Focus on part-to-whole relationships and working with a model or key

Object Assembly

Visual-motor difficulties	Develop perceptual skills through guided practice in assembling parts into familiar configurations
Visual-perceptual problems	
Poor planning ability	Encourage trial-and-error activities
Difficulty in perceiving a whole	Focus on interpretation of wholes from minimal cues
Minimal experience with construction tasks	
Limited interest in assembly tasks	
Limited persistence	

Coding

Visual-motor coordination difficulties	Use visual-motor learning exercises, ie. computer and video activities
Distractibility	
Visual defects	
Poor pencil control	
Disinterest in a school-like task	
Excessive concern for detail in reproducing symbols exactly	
Lethargy	

IMPLICATIONS OF LOW SCORES AND RECOMMENDED INSTRUCTIONAL STRATEGIES FOR ANNOTATED TESTS

POSSIBLE IMPLICATIONS OF LOW SCORES

INSTRUCTIONAL STRATEGIES

Woodcock Reading Mastery Revised

Test 1 Visual Auditory Learning

Not applicable to high school/college students.

Test 2 Letter Identification

Not applicable to high school/college students.

Test 3 Word Identification

Poor sight vocabulary

Build schema

Dyseidetic

Use 3x5 cards for vocabulary
development

Poor memory

Use whole language approach

Limited cultural experience

Use the impress or echo method

Test 4 Word Attack

Dysphonetic

Teach vocabulary through context

Use echo system to enhance
pronunciation

Teach word relationships

Test 5 Word Comprehension

Poor critical thinking skills

Build schema

Poor vocabulary knowledge

Build vocabulary through use of
concepts

Possible lack of strong cognitive
ability

Develop critical thinking skills

Poor schema

Place students in developmental
reading course

Teach word relationships

Test 6
Passage Comprehension

Lacks context skills	Teach context skills
Poor comprehension	Build comprehension skills
Slow reading speed	Place students in developmental courses

Woodcock-Johnson Psycho-Educational Battery-part II

Poor basic math skills	Placement in a remedial math class
Poor memory	Participate in a tutorial
Test anxiety	Review of basic math skills
	Get affective support

Woodcock-Johnson Psycho-Educational Battery-part I

Discrepancies between cognitive factor clusters	Placement in exceptional education
Low verbal ability scores	Develop oral listening vocabulary and speaking vocabulary
Low reasoning cluster scores	Teach step-by-step basic reasoning processes, can be incorporated into reading comprehension activities
Low memory cluster scores	Teach techniques for developing memory, i.e. focusing, chunking new information, reviewing information

Cornell Critical Thinking Test and Watson-Glaser Critical Thinking Appraisal

Poor comprehension	Teach inductive and deductive reasoning
Lacks critical thinking skills	Teach inferencing skills
Poor inferencing skills	Place student in developmental reading class
	Teach word relationships

Test of Written Language-2

Low contrived writing score

Low spontaneous writing score

Review spelling

Teach basic rules of punctuation and capitalization

Practice writing simple logical sentences

Progress to more complex sentences writing and combining

Encourage and reinforce the act of writing

Present students with open-ended questions to be developed

Provide numerous opportunities for the student to do expository and creative writing

Help student to develop sentence building strategies; then develop these into cohesive paragraphs

Test of Adolescent Language-2

Low scores in listening vocabulary

Low listening grammar

Low speaking vocabulary and speaking grammar

Give practice exercises where students must listen, take notes and then answer questions based on newly learned information

Give students opportunity to present expository information and then question classmates

Encourage students to give oral presentations

Teach basic reading comprehension strategies, i.e. K-W-L, etc.

Review spelling

Teach basic rules of punctuation and capitalization

Practice writing simple logical sentences

Low reading vocabulary and reading grammar

Low writing vocabulary and writing grammar

Progress to more complex sentences writing and combining

Encourage and reinforce the act of writing

Present students with open-ended questions to be developed

Provide numerous opportunities for the student to do expository and creative writing

Help student to develop sentence building strategies; then develop these into cohesive paragraphs

Wide Range Achievement Test–Level 2–Math

Poor basic math skills

Poor memory

Test anxiety

Placement in a remedial math class

Participate in a tutorial

Review of basic math skills

Get affective support

Nonverbal Selective Reminding Test (visual)

Difficulty with remembering printed material

Limited vocabulary

Lack of visual learning strategies

Participate in talking books

Read text orally

Join study groups

Use 3x5 cards for short amount of information and vocabulary words

Selective Reminding Test (auditory)

Poor auditory memory

Limited retrieval strategies

Poor retention

Difficulty with test taking

Tape record lectures

Teach visual strategies as cues to retrieval of information

Focus on reading more than lecture

Focus on instructor's visual cues—blackboard, overheads, etc.

POSSIBLE CRITERIA FOR DIAGNOSING LEARNING DISABILITY AND HIGH RISK STUDENTS

1. Full scale I.Q. score Wechsler Adult Intelligence Scale-Revised (WAIS-R) within the average range or high-low average range
2. One or more standard deviations between the verbal and the performance of the WAIS-R
3. Wide disparity between sub scores on the WAIS-R
4. Uncommon errors on informal/formal written exercises especially when the errors are inconsistent with the persons given abilities, i.e. phonetic spelling at an adult age
5. Low percentile scores, as compared to ability level in reading, when an appropriate amount of time was spent taking the test
6. Previously diagnosed as a LD in elementary/secondary school
7. More than one standard deviation away from the mean on memory tests, i.e. Selective Reminding or memory subtest on the Woodcock Johnson
8. Having a confirmed diagnosis as Dyslexic when evaluated by a competent diagnostician
9. Weak high school transcript
10. Poor self perception of academic skills

RECOMMENDATIONS to FACILITATE LEARNING for the LEARNING DISABLED STUDENT

1. Advocacy

The first goal for the learning disabled student is to understand their specific academic needs and to relay them to professors and academic support staff.

2. Priority Scheduling

Students who are learning disabled need to be given first priority when scheduling classes. A schedule should be flexible and reflect the student's needs, for example, placement in smaller classes and lighter academic load.

3. Academic Support

Tutoring-peer/professional, paired learning, study groups. Various types of academic support should be made available to the learning disabled student.

4. Developmental Classes

Developmental classes are designed to build and reinforce basic skills, enhance background knowledge and through repetition and practice, prepare the learning disabled student to enter higher level courses. These may include reading, study skills, math and English.

5. Supplementary Instructional Materials

Taped textbooks, talking books, video taped classes, class outlines

6. General Exam Modifications

Specific adjustments for testing often are necessary and can include oral exams, extended time, and/or a reader.

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